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ABSTRACT

The purpose of this study was to compare library media programs located in Georgia Schools of Excellence, and determine how they contribute to the overall success of their schools' instructional program. The library media specialists surveyed worked in 195 schools that have been selected as Georgia Schools of Excellence from 1984 to 1991. A three-page questionnaire examined the frequency of: (1) qualitative library media services provided; (2) leadership characteristics displayed by library media specialists; and (3) exemplary activities or services conducted by library media programs that brought them public recognition. Analyses of the data indicated that: (1) a majority of the qualitative services identified in the questionnaire were provided at least occasionally by more than three-fourths of the library media programs; (2) about three-fourths of the library media specialists exhibited most of the leadership characteristics at least periodically; and (3) about half of the respondents indicated they implemented services or engaged in activities that brought recognition to their library media programs. School level and size were shown to significantly affect the frequency with which some of the services or leadership activities were performed. It was concluded that continued progress needs to be made in the areas of nonprint media production and use of computer technology, and that, although library media specialists are active supporters of the instructional program, they need to take a stronger leadership role in curriculum development, activities of professional organizations, and student activities outside the confines of the library media center. A copy of the questionnaire is appended. (25 references; 16 tables/graphs) (BBM)

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Library Media Programs in Georgia Schools of Excellence: A Comparative Study

Deborah L. Hysong

Presented in Partial Fulfillment of Requirements for the Degree of Specialist in Education in the Department of Curriculum and Instruction in the College of Education, Georgia State University

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ABSTRACT

LIBRARY MEDIA PROGRAMS IN GEORGIA SCHOOLS
OF EXCELLENCE: A COMPARATIVE STUDY

by

DEBORAH L. HYSONG

Purpose

The purpose of this study was to compare library media programs located in Georgia Schools of Excellence, and determine how they contribute to the overall success of their schools' instructional program. Specifically, the study indentified the levels of qualitative services provided, the various leadership characteristics exhibited by the library media specialists, and services implemented by the library media programs that gave them recognition.

Methods and Procedures

The population surveyed in this descriptive study consisted of library media specialists who work in 195 schools that have been selected as Georgia Schools of Excellence from 1984 to 1991. A three page questionnaire examined the frequency of (a) qualitative library media services provided, (b) leadership characteristics exhibited by library media specialists, and (c) exemplary activities or services conducted by the library media programs that brought them public recognition. Descriptive statistics (frequency counts/distributions and one-way analyses of variance) were used to organize and tabulate the data gathered from the questionnaires.

Results

A majority of the qualitative services identified in the questionnaire were provided at least occasionally by more than three-fourths of the library media programs. Two services that were not provided on even an occasional basis by a majority of library media specialists were those that involved the production of non-print materials, and utilization of advanced computer technology.

Responses to statements that addressed leadership characteristics of library media specialists again indicated that about three-fourths exhibited most of these characteristics at least periodically. Areas of leadership that showed least participation were in (a) textbook evaluation and selection, (b) presentations at workshops or conferences, (c) curriculum development committees, and (d) outside student activities. Two independent variables, school level and size, were shown to significantly affect the frequency in which some of these services or leadership activities were performed.

About half the library media specialists indicated they implemented services or engaged in activities that brought recognition to the library media program.

Conclusions

A majority of the library media specialists in Georgia Schools of Excellence routinely perform most qualitative services identified in this study. Continued progress needs to be made in the areas of non-print media production and utilization of computer technology. Although library media specialists are active supporters of the instructional program, they need to take a stronger leadership role in curriculum development, activities of professional organizations, and student activities outside the confines of the library media center.

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Chapter 1

Introduction

Overview

The National Schools of Excellence Program (Blue Ribbon Schools), sponsored by the U.S. Department of education, identifies and honors unusually successful public schools throughout the United States. The purpose of the Recognition Program is to recognize outstanding public and private schools across the United States, based upon their effectiveness in meeting local, State and National Educational Goals and other standards of quality. At the national level the program is not a competition; rather, schools are evaluated on an individual basis.

Georgia participates at the state level through the Georgia School of Excellence Program, which has grown steadily since its beginning in 1984. Schools initially apply to the Program at the district level. The top three schools from each of the ten congressional districts (one elementary, one middle or junior high and one high school) are selected. It is possible for a maximum of 30 schools to be selected as Georgia Schools of Excellence each year. Out of the state winners, three schools from each level are chosen to advance to the national judging. However, because of the large number of applications, elementary and high schools alternate years in the national program. For example, in 1991-92 only elementary schools could be named a Blue Ribbon School. In 1990-1991 only high schools were eligible to receive the title.

The criteria upon which schools are judged are based primarily upon a school's leadership, teaching environment, curriculum and instruction, student performance , as well as parental and community support. Emphasis is placed upon the teaching of cognitive skills in all areas of the curriculum, and the development of social skills such as

a strong sense of self-worth, democratic values, and self-discipline. Overall, the schools must maintain a standard of excellence that is worthy of respect and emulation by schools elsewhere of similar size and characteristics.

The list of criteria, to which applying schools must respond, includes one criterion that specifically addresses the role of the library media program. This criterion is listed under the Curriculum and Instruction section of the list. The criterion is stated as follows: " The library/media center is an integral component of the school's overall instructional program and plays a key role in developing students information literacy." (W. Rogers, personal communication, August 30, 1990).

This study examined library media programs that are components of schools named as Georgia Schools of Excellence to determine how they contribute to the overall success of their school's instructional program. The levels of qualitative service of each of the library media programs were identified and compared with other library media programs that are components of Georgia Schools of Excellence. The study included all the schools selected since the program began in 1984.

Several studies considered relevant to this study were described in the literature review. David Loertscher's (1987) study of library media centers in elementary schools recognized as exemplary most closely resembles this study's intent. In 1986, Paul Christensen conducted a study profiling the characteristics of eighteen Washington state media specialists who had been recognized as having exemplary high school library media programs. A similar study was conducted by Herrin, Pointer and Russell (1986). Their study focused on personality traits and communication skills of five model library media specialists. In 1985, Prostano conducted a survey of 174 library media centers in secondary schools recognized for excellence in education. A nationwide survey of school media programs was conducted by the Center for Education Statistics of the U. S. Department of Education. In addition to collecting quantitative data, researchers collected information on qualitative services and technology provided by school library media

programs. The twenty two (22) qualitative services listed in this survey form the basis for this study's problem statement.

Statement of Problem

A comparative study of library media programs that are components of Georgia Schools of Excellence was conducted. The focus of this study was on the criterion upon which the School of Excellence Program evaluates the library media program: the integration of the library media center in the instructional program. The study identified the level of qualitative services that are provided by these library media programs. The following research questions investigated in this study are based upon the 22 qualitative service questions listed in Information Power: Guidelines for School Library Media Programs (American Association of School Librarians [AASL], and Association for Educational Communications and Technology [AECT], 1988).

1. What qualitative services are routinely performed by these library media programs?
2. Do school library media specialists in Georgia Schools of Excellence exhibit certain leadership characteristics?
3. What services have the library media programs implemented that gave recognition to themselves and /or their schools?

Significance of Study

This study identified the frequency that qualitative services are provided by the library media programs that are components of Georgia Schools of Excellence. Results of the findings should indicate what library media services are provided regularly by most library media programs, and which need to be added or increased. The information should be of benefit to library media specialists seeking to identify those "cutting-edge" services or activities that produce an exemplary library media program. By comparing their

library media programs with the findings of this study, library media specialists will be able to evaluate the quality or level of their own services, and determine the extent to which they are integrated with the school's instructional program. Individual readers will also be able to determine how well they perform as leaders in education in comparison with those library media specialists who are in Schools of Excellence. Therefore, the findings of this study should assist library media specialists in developing library media programs that will help their school attain recognition as Schools of Excellence. It will also provide information that will supplement and update previous studies conducted on exemplary library media programs. Overall, it should give a profile of these programs by indentifying their strengths and weaknesses.

Assumptions

In designing this study, the author assumes that all the library media programs surveyed were models of exemplary programs when their schools were selected as Georgia Schools of Excellence. It is further assumed that these library media programs have maintained the same high quality of services.

Limitations

A significant number of the library media specialists surveyed in this study were not the same persons who managed the library media centers when their schools were named Georgia Schools of Excellence.

Library media specialists will differ in their interpretations of survey response choices. For example, one library media specialist's interpretation of "regularly" may vastly differ from another's.

Responses to the open-ended questions may be influenced by the responses to the previously close-ended questions.

Definitions of Terms

1. **Exemplary Library Media Programs** - This term refers to a library media program that is worthy of imitation and that could serve as a model. (Christensen, 1986.)

2. **Qualitative Services** - Services ranging from traditional ones, such as assisting students in locating information and resources and providing reference assistance to teachers, to newer ones involving video production, cable television, and computer technology (AASL, ALA, 1988). At the higher levels, qualitative services are directed at the creation, execution, and evaluation of resource-based teaching units in a cooperative venture with teachers (Loertscher, 1988, p.6).

Chapter 2

Literature Review

There is a limited amount of literature available that specifically addresses school library media programs in schools recognized for their excellence in education. Most of the literature included in this review was found from sections of professional books that focus on the role of the school library media specialist or program. The research studies included in this study surveyed school library media programs that were either exemplary, or were in schools recognized for their excellence. The remainder of the literature included in this review was found in periodicals and research reports.

The literature review is divided into three sections. The first section, Evolution of the School Library Media Program, traces its development from a traditional school library to its current state. The second section reviews literature that examines different levels and types of qualitative services and their impact on the instructional program. The pervading theme throughout this literature, is the integration of these qualitative services into the instructional program. Leadership characteristics of the library media specialist, as identified in the literature and studies, will be described in this section. Results of research studies conducted that are relevant to this study in design and intent are also included. The purpose of the literature in this section is to assist the library media specialist in evaluating his/her own levels of service and determining how they can be increased. Finally, the third section reviews literature that profiles exemplary library media programs. Services highlighted in these profiled programs, are indicative of the qualitative services addressed in the second section of the literature review.

Evolution of the School Library Media Program

Much of the literature included in this section of the review provides an overview of the development of the library media program from that of a traditional school library to its current state. The purpose of this is to provide a framework for showing how the exemplary library media program has evolved into a major force in academic excellence. The literature also emphasizes the emerging role of the library media specialist as a leader in the educational process.

Since the turn of the century the library media center has gradually evolved from a warehouse for books to a fully integrated program that significantly contributes to the educational process. Miller (1991) writes that in the past 75 years the library media program has evolved from a miniature public library to a specialized multi-resource program that focuses on individualized instruction. Eisenberg (1990) observes that traditionally the role of the school librarian was limited to collection management, promotion of literature, and reference services. The image of the school librarian has since evolved from that of a passive keeper of materials to an active participant in the educational process.

As early as 1915, educators began to realize what the merging of audiovisual materials, equipment and printed materials could do for education. Revolutionaries challenged the concept of the school library serving only as a warehouse for books (Christensen, 1991). In reaction to this changing concept, in 1915 the National Council of Teachers of English did a study of high school library services and developed the first standards know as the "Certain Report" (Turner, 1985).

In 1920 the first National Standards, entitled Standard Library Organization and Equipment for Secondary Schools of Different Sizes, were published. For the first time, administrators recognized that the library was the very heart of the school. The standards went further to assert that the librarian in the high school should combine both the qualities of a librarian and teacher. The standards recommended that the school librarian

have at least one year of library training beyond the undergraduate degree in education. In addition it recognized the school librarian as a professional leader in stating that the head librarian should be classified as a department head.

The 1945 Standards stressed service to students and teachers, and recognized the need for elementary as well as secondary libraries. The guide recognized the need for reading centers, library skills and a center for information provision. For the first time, criteria were established for evaluating the school library program including quantitative measurements (Christensen, 1986)

Loertscher (1988) refers to this time period in school library development, as the "first revolution". Visionaries foresaw a center managed by trained professionals, which would include both print and non-print materials. Schools began merging classroom collections to form centralized collections, and audiovisual media and equipment were purchased.

The next published standards, The 1960 Standards for School Library Programs, published by the American Association of School Librarians (AASL) included the use of audiovisuals but stopped short of recommending that the roles of the media specialist and librarian be combined.

The 1969 Standards were developed jointly by the American Association of School Librarians and the Department of Audio- Visual Instruction of the National Education Association. The provision of audiovisual services was incorporated into the role of the school/library media specialist for the first time.

The 1975 standards, Media Programs: District and School, further expanded that role, emphasizing the integration of the library media center. Library media specialists were urged to participate in curriculum development. However, as new responsibilities were added, none of the traditional ones were deleted (Turner, 1985).

Loertscher (1988) refers to this time period as the "second revolution" in school library media program development. During this second revolution, the concepts of

instructional development or resource-based teaching emerged. The idea of the library media specialist and the teacher becoming partners in education, was emphasized. As resource-based teaching grew, it thrusted the library media center into the center of the instructional program. According to Loertscher, there are still schools that have not embraced these second revolutionary ideas. Their library media centers do not play an integral role in the instructional program. Those schools that have adopted second revolution methodologies are excelling.

Loertscher maintains that we are currently in the third revolutionary stage. The emphasis is on cooperative planning among administrators, the library media specialist, and teachers. Library skill time is replaced with resource-based teaching services. The library media specialist actively participates in curriculum planning, and assists in developing resource-based units of instruction.

Information Power (AASL & AECT, 1988), the current standards, sets forth guidelines for the professional library media specialist that correspond with Loertscher's assertion. The primary emphasis of these guidelines is on cooperative planning among teachers, administrators and library media specialists to ensure that the library media program meets the instructional needs of the school. The document also emphasizes the role of the library media specialist as an educational leader who establishes partnerships and initiates the planning process.

Qualitative Services and their Impact

A preponderance of the literature reviewed in this study, supports the position that qualitative services are at the heart of an effective library media program. Services that operate at the higher levels, are those that are most integrated with the instructional program, thereby making a significant contribution to academic excellence. Baldwin (1988) summarizes the importance of qualitative services, in stating that a school library media program can have all the right materials and a beautiful facility and still

have a poor program. What is crucial to an exemplary program is the quality of service which makes information available to people. Quality service, asserts Baldwin, is the keystone to a strong curriculum in any school.

In Loertscher's (1988, p.9) Taxonomies of the School Library Media Program, qualitative services are divided into eleven steps or levels. Levels one and two of the taxonomy constitute the warehouse building block. Levels 3 - 7 concentrate on direct services to students and teachers. Levels 8 - 11 are the building blocks of resource-based teaching.

Loertscher considers levels 8 - 11 to be essential to an effective library media program. At level 8, Scheduled planning, the library media specialist is involved in scheduled planning with teachers to offer instructional support. "At this level the library media specialist assumes a servant role; the teacher is the master" (p. 13). At level 9, Instructional design , level I, the library media specialist becomes more actively involved in the development and execution of an instructional unit. The media specialist rises from the servant role to that of a colleague or partner. At level 10, Instructional design, level II, the library media specialist participates in resource-based teaching units where the entire unit content depends on the resources and activities of the library media program.

Level 11, Curriculum development, is the highest level of the taxonomy. At this level, the library media specialist is recognized as a leader and is a major contributor to the school's total instructional program. The library media specialist provides knowledge of resources, technology and teaching/learning services.

Loertscher maintains that the library media specialist should concentrate his/her efforts toward the resource-based levels (levels 8 - 11) of service. In understaffed centers, these levels of services are usually threatened. Loertscher recommends that library media specialists who find themselves in understaffed centers, streamline warehousing services rather than curtail resource-based services. (p.13-14)

Loertscher's recommendations are referred to in Baldridge and Broadway's (1987) article, "Who Needs an Elementary School Librarian?". The authors claim that there is a high correlation between good library media services and academic excellence. Loertscher's (1988) recommendation that library media specialists should be working at or near the top of the taxonomy is strongly endorsed by the authors. They further agree that the library media specialist must focus his/her efforts toward instructional-design cooperation.

Resource-based learning is strongly advocated by Haycock (1991), who asserts that it requires the library media program to function as an extension of the classroom and of the teaching and learning process itself. In concurrence with Loertscher, Haycock maintains that the library media specialist must go beyond providing resources to working collaboratively with classroom teachers.

Turner (1985) provides a continuum of services along the same line as Loertscher's taxonomy. He delineates the four levels of involvement by the library media specialist in the role of instructional design consultant. The first level is no involvement. At this level the library media specialist is uninvolved with the teacher. The second level is passive participation. The library media specialist has little interaction with the teacher but provides materials, equipment and facilities to assist in instruction. The third level is reactive. The teacher initiates interaction with the library media specialist, usually informally and at the spur of the moment. There is no formal planning at this level. At the fourth level, action/evaluation, the library media specialist often works as part of a team, implementing a number of steps in the instructional design process. Turner concludes that the action/education level activities provide the opportunity for the library media specialist to make the greatest impact on the instructional program.

Like Loertscher, Turner acknowledges that there are certain obstacles to providing these high-level services. In addition to addressing understaffing, Turner identifies five

other obstacles . These are: (a) lack of time, (b) lack of funds, (c) lack of clerical assistance, (d) lack of a clear role perception, and (e) incompetency of the library media specialist in instructional design. The first three obstacles relate to the problem of understaffing.

Eisenberg (1990) identifies one other obstacle to providing high-level qualitative services. He blames attitudes rather than physical limitations. Eisenberg claims that resistance of teachers and administrators to changing their perception of the traditional library media program is the major obstacle to integrating the library media program into the curriculum.

E.T. Prostano (1987) and J.S. Prostano (1987) also advocate integrating the library media program into the curriculum. The authors state that "the library media program should be integrated into the general curriculum of the schools; that is, subject matter becomes the basis for the content and context of the library media program" (p. 77).

E.T. Prostano and J.S Prostano refer to high-level qualitative services as achievements. The achievements are divided into four categories: (a) guidance and consulting services,(b) instruction and in-service, (c) design and production of media, and (d) curriculum development and improvement (p. 74). Through these achievements the library media program helps teachers and students meet their instructional and learning needs.

E.T. Prostano and J.S. Prostano, like Loertscher and Turner, emphasize that the library media specialist must take on an active leadership role. The authors further recommend that the library media specialist maintain continual communication with faculty through active participation in school committees. Examples include membership on a principal's advisory council, the library media committee, or a school curriculum committee.

The role of the library media specialist as an active participant is given particular emphasis by Eisenberg (1990). He equates an integrated library media program with an active one, in which the library media specialist takes the initiative to work with teachers and anticipate curriculum needs. Eisenberg refers to qualitative services as curriculum support services, which are divided into five areas. Like Turner and Loertscher, his are also in a continuum.

The first service, Resources provision, must be implemented at an active level. Eisenberg warns that if the library media specialist waits to implement this service after the teacher has already designed the assignment, then the library media specialist has little impact on its outcome.

In the second area of curriculum support services, Reading guidance, Eisenberg again recommends active rather than passive involvement. Active involvement from a reading guidance perspective includes working with teachers to (a) select and evaluate appropriate reading materials, (b) develop activities that involve outside reading, and (c) integrate promotional activities.

Information service, the third service, can be considered as a spectrum ranging from directing a person to a resource, to assisting a person in locating the source, to actually providing the source. This area of service parallels Loertscher's level 8 of the taxonomy: Scheduled planning in the support role. Both place the library media specialist in the servant role.

The fourth area of curriculum support services, is called Curriculum consultant. Eisenberg states that traditionally the library media specialists have had a minimal role as curriculum consultants, spending a majority of their time in the Resources provision role. As a Curriculum consultant, the library media specialist takes on the higher role of a partner in the curriculum decision-making process.

Area five, Curriculum development, is at the highest level of service. Eisenberg states that at this level the library media program is a primary contributor to the

school's goal of excellence. At this level of service the library media specialist moves from a supportive role to a role of leadership in curriculum decision-making. The library media specialist is directly involved with planning, developing, implementing, and evaluating curriculum.

The library media specialist must be willing to become a leader if the library media program is to play an integral role in academic excellence. Information Power (ALA & AECT, 1988) states that "leadership and commitment of the library media professional are crucial factors in developing credibility for the library media program as an integral part of teaching and learning in the school (p. 93).

Lester (1990) defines a leader as "a person who applies principles and techniques that insure motivation, discipline and productivity when working with people, tasks and situations in order to accomplish the [school's] objectives" (p. 17). Lester continues by describing four basic characteristics of leaders. First, he says, they are highly visible and interact frequently with people. This is congruent with earlier references in this literature review, which urge the library media specialist to actively participate in school committees and curriculum development. Also to be highly visible, library media specialists should actively participate in professional organizations that are both library and non-library related. Librarians must take initiative to attend administrators meetings, talk their language, and relate the services of the library to the goals and objectives of the administrator (Breivik, 1987, p.46). Loertscher, Lein Ho, and Bowie (1987) paraphrase Lester in describing the role of the library media specialist. "A library media specialist must be a visible and forceful agent to meet the demands of a particular curriculum, a teaching staff, and a unique group of students" (p. 149).

Second, leaders are caring and dedicated to their colleagues and [school]. Christensen (1991) supports this statement, in his profile of the model library media specialist. He states, "... they [library media specialists] saw their role as one of aiding

others and providing service. Interest in the student went beyond the walls of the library media center, as seen in their participation in student activities" (p. 250).

Third, effective leaders concentrate on both quantitative and qualitative productivity (Lester, p. 18). Information Power (ALA & AECT, 1988) explains the distinction between quantitative and qualitative productivity in a library media program. Quantitative productivity relates to growth, numbers of staff, expenditures, facilities and collections. Qualitative characteristics refer to services and technology provided by school library media programs and the uses made of these services (p. 113). The effective library media specialist maintains a good balance between quantitative and qualitative productivity, ensuring that neither suffers at the expense of the other.

Fourth, leaders delegate tasks and involve co-workers toward commitment to the [school's] goals (Lester, p.19). The library media specialist who performs as a leader will delegate warehousing tasks, whenever possible, to clerical personnel, technicians and volunteers, in order to focus on higher-level services geared toward instructional design and curriculum development (Loertscher, 1988). Fisher (1988) contends that library media specialists who are leaders work as team members and aggressively seek partnership with other members of the school community in order to integrate the goals of the library media program with those of the school.

Various leadership characteristics of library media specialists with exemplary programs are identified in a study conducted by Christensen (1986). Christensen profiled eighteen model Washington State high school library media specialists in order to determine the characteristics of exemplary library media programs and the library media specialists who direct them. Based on the findings of this study, Christensen makes the following recommendations for library media specialists:

1. assume a proactive role in the promotion of the library media program;
2. teach the information skills necessary for lifelong learning;

3. participate in professional library media organizations and other educational professional organizations; and,

4. participate in a full range of school activities (p. 45).

Herrin, Pointen and Russell (1986) conducted a study that was similar to Christensen's, but on a smaller scale. The purpose of their study was to identify personality traits and communication abilities of five model library media specialists. Observations of the interpersonal communications of the model media specialists showed them to be highly attentive to students and teachers, and active participants in the information process. When asked to identify reasons for their success, the following common responses were given: enjoyment of work and contact with people; willingness to accept the role of curriculum leader; and taking the initiative. All of these responses correlate with Lester's (1990) definitions of leadership characteristics.

A study conducted by Loertscher et al. (1987) most closely resembles the intent and design of this study. In 1986 the researchers examined the status of 209 library media programs in public elementary schools recognized as exemplary by the U.S. Department of Education. Four research questions were posed. Are library media centers in exemplary elementary schools exemplary? What cutting-edge services and programs do these library media centers provide? What is exemplary about the library media programs in these schools? What services would the library media specialist in these schools like to add or improve? (p.147). Of the 209 media specialists who received questionnaires, 147 responded. The questionnaire covered four categories of services: (a) instructional development services to teachers, (b) other important services to teachers, (c) services to students, and (d) collections. The study concluded that while not all the "excellent" schools had excellent library media programs, there was a definite correlation. Those library media programs that did not meet the criteria for excellence, were typically understaffed, had outdated media collections, lacked adequate facility space, and received insufficient funding. Staffing was found to be the single most important

variable in determining whether the library media program was excellent. Those programs with less than a full-time professional and a full-time clerk tended to get bogged down in clerical burdens.

The Center for Education Statistics of the U.S. Department conducted a nationwide survey of school library media programs in 1985 and 1986. The sampling included 4,500 public schools and 1,700 private schools. This survey represents the most comprehensive profile of the school library media programs since 1986. The survey included quantitative data collected in past surveys such as numbers of staff, expenditures, facilities and collections. In addition, for the first time, the survey addressed qualitative services provided by the library media program. The purpose of this study was to provide library media specialists with guidelines to striving for excellence. Descriptions of 22 different qualitative services that might be offered by the library media staff were surveyed. Respondents were asked to state how frequently they provide each service: routinely, occasionally, or not at all. The number of schools included in the sample was 3,527. Of those library media programs surveyed, only 571 met the criteria for being designated as high-service programs (ALA & AECT 1988, Appendix A).

E.T. Prostano (1987) and J.S. Prostano (1987) conducted a survey in 1985, selecting 74 samples from the 571 high-service library media programs recognized by the U.S. Department of Education. The focus of this study was on the integrated library media program and its contribution to academic excellence. The findings of the study concluded that a majority of these library media programs were adequately integrated into the instructional program.

Profiles of Exemplary Library Media Programs

The library media programs profiled in the literature epitomized the high-service type programs described by noted experts in the field such as Loertscher, Turner, Prostano, and Eisenberg. The major intent of these profiles is to encourage library media

specialists to evaluate their own programs against the model programs. The profiles should also provide the library media specialist with ideas to improve his/her own program.

The most comprehensive profile study available on exemplary library media programs, was conducted by Seager, Roberts and Lincoln (1987). The report, which profiles sixty-two library media programs, was funded by the Recognition Division of the Department of Education. Programs selected for inclusion in this report, were not only recognized as exemplary but were also required to submit descriptions of innovative services that could be replicated in different settings. Fourteen different topic areas were selected under which the library media programs could be nominated. Of these fourteen areas, two areas were of particular relevance to this study: (a) programs which teach students how to gather, evaluate and use information available through library media programs, and (b) models for joint library/teacher involvement in student teaching. The profile highlights examples of programs that address such special needs as increasing parental involvement, equipping students with information skills, literacy tutoring, homework clinics, and cooperative curriculum development.

Of particular interest to this researcher was a profile study of Jessup Elementary School Media Center, located in Jessup, Georgia. The outstanding library media components of this center are (a) student involvement in video productions that support classroom instruction, (b) a structured skills continuum, and (c) learning centers focused on various media skills and classroom topics. In 1985 this library media program received the Recognition of Excellence in Media Services Award by the Georgia State Board of Education Excellence Recognition Program (S. Rogers, personal communication, November 1). Although the library media program is recognized as exemplary, its' school has never been selected as a Georgia School of Excellence.

One of the profiled library media programs that was particularly impressive was East Mecklenberg High School library media center, located in Mecklenberg, North

Carolina. It is described as a highly integrated program that provides a multitude of high-level services. One of the most innovative services is the television class sponsored through the library media center, which is responsible for a daily television program broadcast throughout the school. Other high-level services offered are learning centers, inservice activities, courseware preview exhibits, and computer lab instruction. Public relations activities are also emphasized: these are accomplished through newsletters, displays, production orientations, journal articles, teaching workshops, and television broadcasts.

Radnor High School is profiled by both Seager et al. (1987) and Fiebert (1988). This exemplary library media program is noteworthy in that it was the first high school in the country to introduce online bibliographic searching to students.

Riggs (1988, p. 254) describes her elementary library media program as dynamic and committed to students, staff and community. However the author praises a service that is inconsistent with the Information Power Guidelines (ALA & AECT, 1988). The library media program operates on a fixed schedule in order ensure regular participation for the 450 students enrolled at the school. Also, teachers are not required to accompany their students to the center. Instead they use this "free time" for planning. The author perceives this as a service to teachers.

A recent profile of Littleton High School library media center is provided by Keegan and Westerberg (1991). In this article, the authors emphasize the library media program's utilization of advanced computer technology to increase student and teacher access to information. The library media program utilizes technology to network with other schools' library media centers, public libraries, and academic libraries. It also belongs to a consortium made up to twenty other libraries, providing access to periodical articles via facsimile.

Since the quality of a library media program is influenced by its district media program, a profile study of exemplary learning resources by Schmidt (1987) is included

in this literature review. Schmidt states that the purpose of his report is to highlight exemplary learning resources programs in order to lead others in the learning resources field to study them and select from their descriptions some of the elements that might help them in improving their own programs. Thirty-two learning resource programs were selected for inclusion in this case study. Of the thirty-two programs profiled, five are case studies of learning resource programs that serve public school districts. The key services described in these case studies correspond with the qualitative services addressed in this study.

The only document that Georgia publishes, which could be considered a profile of exemplary library media programs, is the Outstanding Media Components (Georgia Department of Education, 1988), most recently published in 1988. It identifies 67 library media centers as having exemplary components in their programs. The library media centers were selected by their local school systems. Of the 67 media centers identified, less than one third were in Georgia Schools of Excellence.

Another recognition activity is the Georgia Board of Educations annual award program, Recognition of Excellence in Media Services. Since 1983 the Georgia Board of Education has selected one library media center each year as exemplary. Final selections of the recipients is made by the State Media Committee. Of the nine library media centers that have been recognized as exemplary, only one is in a Georgia School of Excellence (S. Rogers, personal communication, November 1).

Summary

The literature included in this review is generally consistent in philosophy and recommendations. The literature supports the assertion that quality library media programs must focus upon providing high-level qualitative services that promote integration of the library media program with the goals of the instructional program. The literature also is congruent in its description of the library media specialist who manages

a quality media program. The model library media specialist possesses strong leadership skills, initiates interaction with faculty and administrators in order to promote services, is proactive and highly visible. The obvious omission in the literature reviewed, is the lack of current profiles and research studies. Updated studies and profiles need to be conducted in order to address the implementation of advanced computer technology in exemplary library media programs.

Chapter 3

Methodology and Procedures

This is a descriptive study of library media programs in Georgia Schools of Excellence. The purpose of the study is to identify the level of qualitative services that are provided by these library media programs, the various leadership characteristics exhibited by the library media specialists, and services implemented by the library media programs that gave recognition to themselves and/or the schools.

Population:

This study's population is comprised of Georgia library media specialists who work in 195 schools that have been selected as Georgia Schools of Excellence from 1984 to 1991.

Instrumentation:

The three page questionnaire, consisting of three parts, begins with 26 statements that address library media services and leadership characteristics of library media specialists. The statements were developed by incorporating the following sources: a survey conducted by the Center for Education Statistics of the U.S. Department of Education, the Iowa School Media Program Evaluation, a 1986 study by D.V. Loertscher, and the author's own knowledge and experience (see Appendix A).

The 26 statements are close-ended scale statements that library media specialists responded to by circling the most appropriate letter. The letters represent the frequency in which each service or activity is performed: A = regularly, B = occasionally,

C = rarely, D = never, and E = not applicable. These 26 statements are proceeded by two open-ended questions and five demographic questions.

Statements 1 through 9, and 16 through 25 are intended to measure research question number one. The second research question is measured by statements 4, 6, 10 through 15, 17, 22, 25 and 26. There is an overlapping of these statements, since some measure both research questions.

Research question number three was addressed in the two open-ended questions appearing in Part II of the survey instrument. The demographic questions listed in Part III served as independent variables for the data analysis. For instance, an analysis was conducted to determine whether school levels affected frequency of services provided.

A class of 12 media specialists evaluated the questionnaire and their suggestions were incorporated. In addition the questionnaire was field-tested by seven media specialists in Gwinnett County, representing elementary, middle and high school levels. Further revisions were made to the questionnaire based upon their comments and responses (see Appendix B). Recommendations were also received from Dr. Spanjer, the course instructor. Claudia Flowers, a research analyst at Georgia State University's Research Center, provided recommendations for data analysis.

Data Collection:

A questionnaire, accompanied with a cover letter, (see Appendix D) was sent to library media centers located in 195 Georgia Schools of Excellence, as identified in the 1991 Georgia Public Education Directory. In those library media centers staffed by more than one library media specialist, respondents were instructed to reply jointly. The questionnaires were mailed on January 4, 1992. Follow-up postcards were sent five days after the questionnaires were mailed.

Each questionnaire was coded with a consecutive number appearing at the bottom right-hand corner of the first page. The cover letter explained to the respondents that

these codes were being used for tabulation reasons only, and that confidentiality was guaranteed.

Data Analysis:

Descriptive statistics (frequency count/distribution, percentages, and a one-way ANOVA) were used to organize and tabulate the data gathered from the questionnaire (see Appendix A). The close-ended questions, which addressed research questions one and two, were grouped assuming equal weighting for each question. Numerical values 1 through 5 were assigned to correspond with responses A through E. For example, responses categorized as letter A were assigned a value of 1, letter B: 2 and so forth. Individual questions were analyzed for their statistical validity to determine if they should be included in the final analysis. Data gathered from the demographic questions served as independent variables in the ANOVA. The Statistical Package for the Social Sciences (SPSSX) was used for the analysis of the data.

Research question number three was addressed through the open-ended questions in Part II of the questionnaire. Treatment of the open-ended questions involved categorizing and ranking the responses using a frequency count. Responses were reported in a table. Questions left unanswered by the respondent were omitted from the tabulation, and noted below the tables.

Chapter 4

Results

The purpose of this study was to compare library media programs that are components of schools selected as Georgia Schools of Excellence from 1984 to 1991. The study focused on the criterion upon which the School of Excellence Program evaluates the library media program: the integration of the library media center in the instructional program.

A questionnaire was sent to 195 library media specialists employed at all of these schools. In those library media programs staffed by more than one library media specialist, the questionnaire was answered jointly, and therefore counted as one response. A total of 147 questionnaires was returned; 2 were unusable due to insufficient data, leaving a total of 145 (74.6%) usable questionnaires. The data derived from the statements in the questionnaire (see Appendix A) are reported under the appropriate research question.

Research Question 1

What kinds of qualitative services are routinely preformed by these library media programs? Survey statements 1 through 9, and 16 through 25 are intended to measure the frequency in which qualitative services are performed by these library media programs. Table 1 lists these statements and the frequency in which they occur. This is indicated by numbers and percentages.

Table 1

Frequency of Qualitative Services Performed by the Library Media Program

Question		Value	n	%	Cum %
Q1	Provide Orientation for new faculty	1	111	76.55%	76.55%
		2	31	21.38%	97.93%
		3	2	1.38%	99.31%
		4	1	0.69%	100.00%
		Total	145		
Q2	Assist teachers in developing instructional units	1	96	66.21%	66.21%
		2	42	28.97%	95.17%
		3	7	4.83%	100.00%
		Total	145		
Q3	Assist teachers in evaluating instructional units	1	44	30.34%	30.34%
		2	69	47.59%	77.93%
		3	26	17.93%	95.86%
		4	6	4.14%	100.00%
		Total	145		
Q4	Attend department/ grade level meetings	1	63	43.45%	43.45%
		2	59	40.69%	84.14%
		3	16	11.03%	95.17%
		4	7	4.83%	100.00%
		Total	145		
Q5	Locate resources through interlibrary loan	1	74	51.03%	51.03%
		2	52	35.86%	86.90%
		3	14	9.66%	96.55%
		4	1	0.69%	97.24%
		5	4	2.76%	100.00%
		Total	145		
Q6	Provide inservice for teachers	1	45	31.03%	31.03%
		2	68	46.90%	77.93%
		3	27	18.62%	96.55%
		4	4	2.76%	99.31%
		5	1	0.69%	100.00%
		Total	145		

Note: 1 = Regularly 2 = Occasionally 3 = Rarely 4 = Never
5 = Not Applicable 9 = Omitted

(table continues)

Table 1--Continued

Frequency of Qualitative Services Performed by the Library Media Program

Question		Value	n	%	Cum %
Q7	Provide students instruction in production of non-print media	1	34	23.45%	23.45%
		2	47	32.41%	55.86%
		3	38	26.21%	82.07%
		4	17	11.72%	93.79%
		5	7	4.83%	98.62%
		9	2	1.38%	100.00%
		Total	145		
Q8	Help teachers/students locate community resources	1	54	37.24%	37.24%
		2	77	53.10%	90.34%
		3	14	9.66%	100.00%
		Total	145		
Q9	Promote research process	1	115	79.31%	79.31%
		2	20	13.79%	93.10%
		3	8	5.52%	98.62%
		4	1	0.69%	99.31%
		5	1	0.69%	100.00%
		Total	145		
Q16	Provide information about new educational/ media developments	1	114	78.62%	78.62%
		2	29	20.00%	98.62%
		3	2	1.38%	100.00%
		Total	145		
Q17	Help facilitate new programs	1	89	61.38%	61.38%
		2	36	24.83%	86.21%
		3	11	7.59%	93.79%
		4	5	3.45%	97.24%
		5	4	2.76%	100.00%
		Total	145		

Note: 1 = Regularly 2 = Occasionally 3 = Rarely 4 = Never
5 = Not Applicable 9 = Omitted

(table continues)

Table 1--Continued

Frequency of Qualitative Services Performed by the Library Media Program

Question		Value	n	%	Cum %
Q18	Provide assistance to faculty in media production	1	90	62.07%	62.07%
		2	40	27.59%	89.66%
		3	15	10.34%	100.00%
		Total	145		
Q19	Coordinate video production	1	77	53.10%	53.10%
		2	34	23.45%	76.55%
		3	19	13.10%	89.66%
		4	7	4.83%	94.48%
		5	8	5.52%	100.00%
		Total	145		
Q20	Coordinate utilization of instructional television	1	128	88.28%	88.28%
		2	9	6.21%	94.48%
		3	3	2.07%	96.55%
		4	1	0.69%	97.24%
		5	3	2.07%	99.31%
		9	1	0.69%	100.00%
		Total	145		
Q21	Assist students and teachers in using personal computer applications	1	80	55.17%	55.17%
		2	40	27.59%	82.76%
		3	13	8.97%	91.72%
		4	3	2.07%	93.79%
		5	9	6.21%	100.00%
		Total	145		
Q22	Use various public relations strategies	1	103	71.03%	71.03%
		2	32	22.07%	93.10%
		3	10	6.90%	100.00%
		Total	145		

Note: 1 = Regularly 2 = Occasionally 3 = Rarely 4 = Never
5 = Not Applicable 9 = Omitted

(table continues)

Table 1--Continued

Frequency of Qualitative Services Performed by the Library Media Program

Question		Value	n	%	Cum %
Q23	Utilize computer technology	1	71	48.97%	48.97%
		2	9	6.21%	55.17%
		3	11	7.59%	62.76%
		4	13	8.97%	71.72%
		5	41	28.28%	100.00%
		Total	145		
Q24	Promote use of computer technology	1	68	46.90%	46.90%
		2	12	8.28%	55.17%
		3	5	3.45%	58.62%
		4	16	11.03%	69.66%
		5	42	28.97%	98.62%
		9	2	1.38%	100.00%
		Total	145		
Q25	Elicit input for collection development	1	137	94.48%	94.48%
		2	6	4.14%	98.62%
		3	2	1.38%	100.00%
		Total	145		

Note: 1 = Regularly 2 = Occasionally 3 = Rarely 4 = Never
5 = Not Applicable 9 = Omitted

All the services listed in Table 1, with the exception of three, were provided regularly or occasionally by more than 75% of the library media programs. Statements 7, 23, and 24 showed the greatest variance in responses. In statement 7, which related to instruction in design and production of non-print materials, only 55.86 percent of the library media programs provided this service at least occasionally. Statements 23 and 24, which relate to the utilization and promotion of computer technology, were performed regularly or occasionally 55.17% and 55.17% of the time respectively by the library media programs. One-way analysis of variance (ANOVA) tests performed on these two

statements indicated that the mean score for these two services was consistently near 3.00 (3 = rarely) at elementary schools, and schools whose enrollments were less than 500.

The researcher analyzed these three statements using two ANOVAs to determine whether two independent variables, school level and size, were significant factors in the frequency that these services were provided. In table 2, the ANOVA showed no statistical significance between statement 7, and school levels, $F(2, 139) = 1.969$, $p = .143$.

Table 2

Instruction in Design and Production of Non-print Materials and School Level

Source of Variation	Sum of Squares	df	Mean Squares	Value of F	p Value
Between Groups	4.034	2	2.017		
Within Groups	142.360	139	1.024	1.969	.143
Total	146.394	141			

Note: 145 cases were processed, 3 cases (2.1%) were missing.

Table 3 also indicates no statistical significance between statement 7 and school size $F(3, 138) = .185$, $p = .906$.

Table 3

Instruction in Design and Production of Non-print Materials and School Size.

Source of Variation	Sum of Squares	df	Mean Squares	Value of *F*	*p* Value
Between Groups	.591	3	.197		
Within Groups	146.627	138	1.063	.185	.906
Total	147.218	141			

Note: 145 cases were processed, 3 cases (2.1%) were missing.

Statement 23, the utilization of computer technology by the library media program, was also analyzed using two one-way ANOVAs, with school level and size as the independent variables. Table 4 indicates that there is statistical significance between school levels and utilization of computer technology $F(2, 139) = 9.172$, $p < .05$, with high school library media programs providing the service most frequently.

Table 4

Utilization of Computer Technology and School Levels

Source of Variation	Sum of Squares	df	Mean Squares	Value of *F*	*p* Value
Between Groups	32.031	2	16.016		
Within Groups	242.708	139	1.746	9.172	.000
Total	274.739	141			

Note: 145 cases were processed, 3 cases (2.1%) were missing.

Table 5 shows statistical significance $F(3, 137) = 4.421$, $p < .05$ between utilization of computer technology and school size. Library media programs, whose school enrollments exceeded 1500, provided this service most frequently.

Table 5

Utilization of Computer Technology and School Size

Source of Variation	Sum of Squares	df	Mean Squares	Value of F	p Value
Between Groups	24.301	3	8.100		
Within Groups	251.033	137	1.832	4.421	.005
Total	275.333	140			

Note: 145 cases were processed, 4 cases (2.8 %) were missing

Statement 24, promotion of computer technology, showed results similar to statement 23. Again, a one-way ANOVA indicated that both school levels and size were statistically significant factors affecting the frequency in which this service was performed. As with statement 23, $F(2, 140) = 9.595$, $p < .05$ this service was most frequently performed at the high school level (see Table 6).

Table 6

Promotion of Computer Technology and School Level

Source of Variation	Sum of Squares	df	Mean Squares	Value of F	p Value
Between Groups	34.399	2	17.200		
Within Groups	250.957	140	1.793	9.595	.000
Total	285.357	142			

Note: 145 cases were processed, 2 cases (1.4%) were missing

Table 7 shows statistical significance $F(3, 137) = 3.609$, $p < .05$ between promotion of computer technology and school size. The service is most frequently performed by library media programs whose schools' enrollments are over 1500.

Table 7

Promotion of Computer Technology and School Size

Source of Variation	Sum of Squares	df	Mean Squares	Value of F	p Value
Between Groups	20.569	3	6.856		
Within Groups	260.254	137	1.900	3.609	.015
Total	280.823	140			

Note: 145 cases were processed, 4 cases (2.8%) were missing

Research Question 2

Do school library media specialist(s) in Georgia Schools of Excellence exhibit certain leadership characteristics? Survey statements 4, 6, 10 through 15, 17, 22, 25, and 26 pertain to research question 2. Some of these statements also apply to the first research question, since both qualitative services and leadership are interrelated. Over 77.9% of the library media specialists, indicated in 8 of the 12 statements, that they exhibited leadership characteristics either regularly or occasionally. The highest response level was to statement 10, with 100% of the library media specialists indicating that they at least occasionally initiated contact with faculty to increase their awareness of various services. The other four statements drew a wider variance of responses. The lowest level of response was to statement 12, in which only 34.48% of the library media specialists responded that they had participated even occasionally in the evaluation and selection of textbooks (see Table 8).

Table 8

Frequency that Library Media Specialist Exhibited Leadership Characteristics

Question		Value	n	%	Cum %
Q4	Attend department/ grade level meetings	1	63	43.45%	43.45%
		2	59	40.69%	84.14%
		3	16	11.03%	95.17%
		4	7	4.83%	100.00%
		Total	145		
Q6	Provide inservice for teachers	1	45	31.03%	31.03%
		2	68	46.90%	77.93%
		3	27	18.62%	96.55%
		4	4	2.76%	99.31%
		5	1	0.69%	100.00%
		Total	145		

Note: 1 = Regularly 2 = Occasionally 3 = Rarely 4 = Never
5 = Not Applicable 9 = Omitted

(table continues)

Table 8--Continued

Frequency that Library Media Specialist Exhibited Leadership Characteristics

Question		Value	n	%	Cum %
Q10	Initiate contact with faculty	1	134	92.41%	92.41%
		2	11	7.59%	100.00%
		Total	145		
Q11	Serve on curriculum development committees	1	46	31.72%	31.72%
		2	43	29.66%	61.38%
		3	27	18.62%	80.00%
		4	25	17.24%	97.24%
		5	4	2.76%	100.00%
		Total	145		
Q12	Participate in evaluation/selection of textbooks	1	16	11.03%	11.03%
		2	34	23.45%	34.48%
		3	34	23.45%	57.93%
		4	52	35.86%	93.79%
		5	9	6.21%	100.00%
		Total	145		
Q13	Attend activities of professional organizations	1	94	64.83%	64.83%
		2	44	30.34%	95.17%
		3	6	4.14%	99.31%
		4	1	0.69%	100.00%
		Total	145		
Q14	Give presentations at workshops and conferences	1	22	15.17%	15.17%
		2	54	37.24%	52.41%
		3	38	26.21%	78.62%
		4	28	19.31%	97.93%
		5	2	1.38%	99.31%
		9	1	0.69%	100.00%
		Total	145		
Q15	Enroll in continuing education	1	107	73.79%	73.79%
		2	36	24.83%	98.62%
		3	1	0.69%	99.31%
		9	1	0.69%	100.00%
	Total	145			

Note: 1 = Regularly 2 = Occasionally 3 = Rarely 4 = Never
5 = Not Applicable 9 = Omitted

(table continues)

Table 8--Continued

Frequency that Library Media Specialist Exhibited Leadership Characteristics

Question		Value	n	%	Cum %
Q17	Help facilitate new programs	1	89	61.38%	61.38%
		2	36	24.83%	86.21%
		3	11	7.59%	93.79%
		4	5	3.45%	97.24%
		5	4	2.76%	100.00%
		Total	145		
Q22	Use various public relations strategies	1	103	71.03%	71.03%
		2	32	22.07%	93.10%
		3	10	6.90%	100.00%
		Total	145		
Q25	Elicit input for collection development	1	137	94.48%	94.48%
		2	6	4.14%	98.62%
		3	2	1.38%	100.00%
		Total	145		
Q26	Participate in student activities	1	53	36.55%	36.55%
		2	36	24.83%	61.38%
		3	24	16.55%	77.93%
		4	21	14.48%	92.41%
		5	11	7.59%	100.00%
		Total	145		

Note: 1 = Regularly 2 = Occasionally 3 = Rarely 4 = Never
5 = Not Applicable 9 = Omitted

In statements 11, 12, 14, and 26 the cumulative percent of responses to A (regularly) and B (occasionally) were 61.38%, 34.48%, 52.41%, and 61.38% respectively. Two one-way ANOVA tests were conducted on all statements to determine whether the independent variables, school level and size, were significant factors in the frequency of services provided. The one-way ANOVA tests indicated that only school level was statistically significant in statements 12, 14, and 26. The one-way ANOVA test performed on statement 12

$F(2, 139) = 7.686$, $p < .05$ indicated that participation in selection and evaluation of textbooks was performed most frequently by elementary library media specialists

(see Table 9).

Table 9

Participation in Evaluation and Selection of Textbooks and School Level

Source of Variation	Sum of Squares	df	Mean Squares	Value of F	p Value
Between Groups	15.488	2	7.744		
Within Groups	140.061	139	1.008	7.686	.001
Total	155.549	141			

Note: 145 case were processed, 3 cases (2.1%) were missing.

Table 10 shows that statement 14, presentations at workshops and conferences, is provided most frequently by high school library media specialists $F(2, 139) = 3.710$, $p < .05$.

Table 10

Presentations at Workshops/Conferences and School Level

Source of Variation	Sum of Squares	df	Mean Squares	Value of F	p Value
Between Groups	6.966	2	3.483		
Within Groups	130.506	139	.939	3.710	.027
Total	137.472	141			

Note: 145 case were processed, 3 cases (2.1%) were missing.

Repsonses to statement 26, participation in student activities outside of the library media program, indicated that this activity is performed most frequently by high school library media specialists $F(2, 140) = 3.403$, $p < .05$.

Table 11

Participation in Student Activities and School Level

Source of Variation	Sum of Squares	df	Mean Squares	Value of F	p Value
Between Groups	9.38	2	4.519		
Within Groups	185.899	140	1.328	3.403	.036
Total	194.937	142			

Note: 145 cases were processed, 2 cases (1.4%) were missing

Research Question 3

What services have the library media programs implemented that gave recognition to themselves and/or their schools?

In order to gather information for this research question, respondents were asked to respond to the following open-ended question, phrased similarly to the above research question:

1. What services have been implemented by the library media program that brought public recognition to itself and/or the school? (eg. awards, inclusion in publications, pilot programs, conference presentation, etc.)

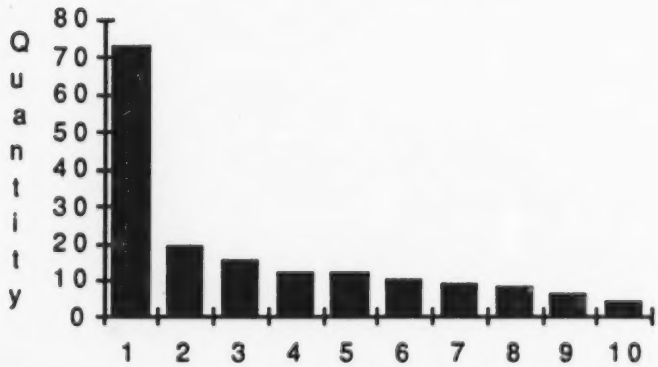
A content analysis of the comments was made utilizing the PFSfile database management program. As the researcher read each comment, categories of responses were developed based upon the researcher's interpretation of the comments. The researcher developed a category of "none" to include non-responses, and those responses that were considered irrelevant to the question. It should be noted that many of the respondents listed more than one type of recognition received by the library media program. Therefore there is an overlapping of numbers and percentages (see Table 12). Categories are listed in descending order.

Table 12
Types of Activities/Services that Gave Recognition to the Library Media Program and School

Category		No.	%
1.	None	73	50.3
2.	Awards	19	13.1
3.	Conference presentations	15	10.3
4.	Reading incentive programs	12	8.2
5.	Publications	12	8.2
6.	Pilot programs	10	6.8
7.	Advanced computer technology	9	6.1
8.	Sponsoring of student competitions/activities	8	5.5
9.	School/community public relations activities	6	4.1
10.	Television broadcasts/ video productions	4	2.7

Note: Multiple responses given by respondents are included in the table, therefore total percentages will exceed 100%.

Responses to Research Question 3



Note: Values noted at the bottom of the graph relate to the numerical value associated with responses listed in Table 12.

Additional Findings

A second open-ended question was developed to determine what services the library media specialists would like to add or improve. The researcher developed 12 categories of responses, based upon the respondents' comments. Of the 145 questionnaires returned, 129 included responses to this question. An overwhelming majority of the library media specialists cited, adding or improving services incorporating computer technology, as their first priority. Again PFSfile was used to organize and tabulate the data. Table 13 lists these services in descending order.

Table 13

Services Library Media Specialists Want to Add or Improve

Services	No.	%
Automation	60	41.3
CD-ROM Technology	40	27.5
Online Database Searching	18	12.4
Networking Computer System	14	9.6
Production of Non-print Materials	14	9.6
Basic Computer Technology	14	9.6
Cooperative Instructional Planning	9	6.2
Professional-level services (as opposed to clerical services)	6	4.1
ITV Utilization	5	3.4
Collection Development	4	2.7
Extended Hours	3	2.0

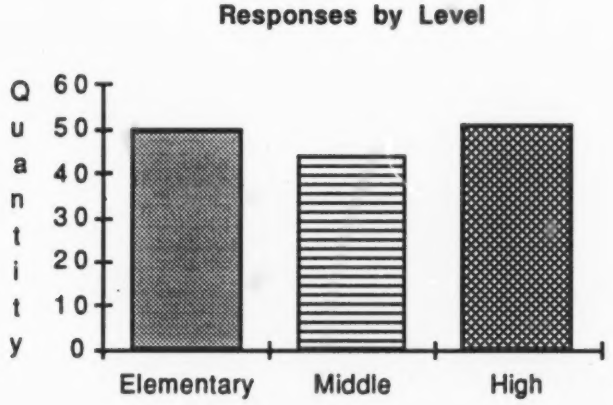
Note: Multiple responses given by respondents are included in the table, therefore total percentages will exceed 100%.

To enable them to add or improve these services, library media specialists cited the following needs: funding, increased cooperation from teachers and administration, equipment, increased staff (especially clerical), additional space, and time.

Demographics

School Level

Of the 145 library media specialists who responded, 50 (34.5%) were from elementary, 44 (29.3%) from middle/junior high, and 51 (25.2%) from high schools.



School Enrollment

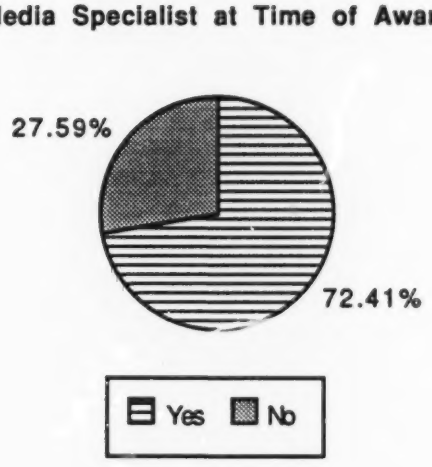
The majority, or 81 (56.3%) of the 145 respondents, were from schools with enrollments ranging from 501-1000. This was followed with 40 (27.8%) library media specialists employed at schools whose enrollments ranged from 1001-1500. Only 14 (9.7%) of the respondents were at schools whose enrollments exceeded 1500. The least number of respondents, only 9 (6.2%), were from schools whose enrollments were less than 500.

Staffing Patterns

Seventy-four (51.0%) of the library media centers were staffed by one full-time library media specialist and a full-time clerk. This was followed by 40 (27.6%) of the library media specialists indicating that their library media programs were staffed with two full-time library media specialists and one full-time clerk. Only 14 (9.7%) were staffed by one full-time library media specialist and a part-time clerk. Seventeen respondents (11.7%), whose staffing patterns differed from the above categories, selected the category "other (please describe)". Of these 17, 10 indicated their staff number was less than the categories listed. Seven indicated that their staff number exceeded the categories listed.

Library Media Specialists Employed at their Schools When They Were Selected as Georgia Schools of Excellence.

One hundred five (72.41%) of the respondents indicated they were the library media specialists in their schools when they were selected as Schools of Excellence. The remaining 40 (27.59%) indicated that they were not.



Chapter 5

Discussion and Conclusions

Findings

A number of qualitative services must be provided on a routine basis, in order for the library media program to be integrated with, and fully support the school's curriculum. Loertscher (1987) asserts that, "... these include more than just the traditional warehousing activities. A library media specialist must be a visible and forceful agent to meet the demands of a particular curriculum, a teaching staff, and a unique group of students. (p. 149)." The results of this study indicate that a majority of the library media specialists employed at Georgia Schools of Excellence perform most of these qualitative services either regularly or occasionally.

The major part of this study's questionnaire (see Appendix A) addressed 19 qualitative services. Six of these services related to the library media specialist's role in instructional development. Nearly two-thirds of the respondents indicated they assist teachers in developing instructional units on a regular basis, while fewer than one-third regularly conduct exit evaluations with the teachers. Also less than half the library media specialists regularly attend department or grade level meetings in order to discuss instructional needs.

Current educational trends such as the Whole Language Program, Interdisciplinary Instruction, and Cooperative Learning are supported by more than half of the library media specialists on a regular basis. Library media specialists indicated particularly high levels of participation in the Research

Process, with over three-fourths regularly promoting the program by instructing students in skills such as notetaking, keyword searching, etc.

A second area of services addressed in the questionnaire (see Appendix A) dealt with information access. The lowest level of response in this area, was in the utilization and promotion of computer technology. Only about half the library media programs incorporate any advanced computer technology such as an automated circulation/catalog system, CD-ROM technology, or online database searching. Of this half, a majority are located in high school library media centers, and schools whose enrollments exceed 1500 students. In conjunction with this finding, many of the library media specialists stated that the incorporation of computer technology into their library media program was a number one need.

Services relating to media production ranged from less than one-fourth routinely providing students with instruction in the production of non-print materials, to more than half indicating that they coordinate video activities in the school.

Almost all library media specialists provide library media orientations for new faculty members, but only about a third conduct faculty inservice activities on a regular basis.

Library media specialists scored high in the area of public relations. Almost all promote the library media program by utilizing various public relations strategies such as newsletters, displays, presentations, and special events activities.

Another area that is addressed in the study is the role of the library media specialist as an educational leader. A vast majority of the library media specialists in Georgia Schools of Excellence exhibit certain leadership

characteristics either regularly or occasionally. Among these are initiating contact with faculty to inform them of various library media services, regularly eliciting input from teachers and students for collection development, enrolling in continuing education courses, and attending activities of professional organizations. However, very few regularly make presentations at conferences or workshops. Of this limited number, most are high school library media specialists.

In the area of curriculum development, library media specialists tended to exhibit fewer leadership characteristics. Less than one-third regularly serve on curriculum development committees, while even fewer (one-tenth), participate in evaluation or selection of textbooks. Among all three levels, elementary library media specialists participate most frequently in the selection and evaluation of textbooks.

About half the library media specialists stated they implement services or engage in activities that bring public recognition to the library media program. Most of these services or activities are represented equally among the three school levels. Only two areas of the services or activities are performed predominantly at one level: incorporation of advanced computer technology and reading incentive programs. High school library media programs gained the most recognition for providing services or piloting programs that incorporated advanced computer technology. This correlates with a finding presented in chapter four, which showed statistical significance between school levels and utilization of computer technology, with high schools providing the service most frequently. Of the 12 library media programs that received public recognition through sponsoring reading incentive programs, nine were at the elementary

level, and three at the middle school level. No high school library media programs reported this as a recognition activity.

Discussion

The findings in this study identify various qualitative services provided by library media specialists employed in schools recognized for academic excellence. Certain services are provided routinely and are considered essential to a quality library media program. A majority of the services are provided on a regular basis by at least half the library media specialists.

A comparison of the results of this study with a related study conducted by David Loertscher (1987) in 1986 shows several similarities and contrasts. Loertscher examined the status of library media services in 209 elementary schools recognized as exemplary. The purpose of this study was to determine how these library media programs met the criteria for an "exemplary" program, and to identify the "cutting-edge" services provided by these library media programs.

Approximately half of the respondents in Loertscher's study indicated that they regularly consult in advance with teachers prior to unit presentations, and one-tenth conduct exit evaluations of the units. In comparison, two-thirds of the respondents in this study indicated they assist teachers regularly in developing instructional units, and one-third assist in evaluating their success. Although progress seems to have been made in this area, this service still is less than exemplary. Communication between library media specialists and teachers declines significantly at the evaluation level of the instructional design process. Until library media specialists become more involved in this level of

instructional design, they will not totally meet their roles as instructional design consultants.

Another comparison with Loertscher's study involves inservice training for teachers. Loertscher's study showed that more than a third of the respondents regularly provide inservice training for teachers, while almost one-half did so occasionally. Similarly, this study indicated that about one-third of the library media specialists provide inservice for teachers on a regular basis, and half provide it occasionally. These comparisons seem to indicate that little or no progress has been made in this area of services to teachers. Turner (1985), in his continuum of the library media specialist's role as an instructional design consultant reiterates that as an active participant in instructional design, the library media specialist must conduct teacher workshops or inservices at each step of the continuum.

Loertscher (1987) reported that a disappointing low of one-tenth of the library media specialists allow students to produce audiovisual media in the library media center on a regular basis. Respondents in this study performed this service more frequently, with about one-fourth providing students instruction in the production of non-print media on a regular basis. Although this is an improvement, this still is relatively low. Loertscher states that library media specialists need to be convinced of the long-term benefits of this vital service. Student-produced media, asserts Loertscher, is an extremely effective way to motivate students to participate in their own learning (p. 150)

Loertscher, in his survey of the elementary library media programs, asked library media specialists through open-ended questions what they need most to improve their programs. Among the number of reported needs, the highest was for additional funding. Other reported needs were, more time to act

as a professional, larger clerical staffs, more space, and more automation. Similarly, library media specialists in this study indicated that funding for automation and equipment was their most pressing need, followed by additional clerical staff, more space, time, and increased cooperation from teachers and administrators. Without these resources, many library media specialists are unable to provide services beyond those at the warehousing level.

The following comments made by respondents are indicative of the frustrations that were expressed by some of the library media specialists.

> "I wish I had more time to concentrate on doing library things. I have so many other things that I do that I neglect my library."

> "Most of the services are provided every time they are requested, but they are only requested occasionally."

> "We have been scheduled and postponed for renovation for about eight years now. We are very crowded and short on space. The PE persons have their desks in the library. We also have the computer lab. It has reached the point where we have magazine files and equipment on top of shelves."

> "I need a smaller school or more trained, paid clerical help instead of the ten volunteers I now have."

> "I would like to see elementary and middle schools get an additional media specialist or at least a parapro when enrollment reaches 1000"

"Cooperative instructional planning will require teachers who are willing to let go of the ideas - 'this is how I've always done it'."

Christensen (1991) states, however, that these are not the only factors affecting the quality of a library media program. He states that the "library media specialist, working within the constraints of these key elements, creates and controls the library media program" (p. 248). In his profile study, Christensen identifies various leadership traits of library media specialists that enable them to create exemplary programs. Likewise, this study addresses the degree to which library media specialists perform as educational leaders in their schools. There are several parallels between the conclusions in Christensen's study and this study.

Christensen observes that exemplary library media specialists are perceived as leaders, and hold a position of respect and responsibility within their school. "They are directly involved with curriculum development, which includes participating on building and district curriculum committees and working with individual teachers" (p. 250). Almost two-thirds of the library media specialists state that they serve on curriculum development committees at least occasionally. Although less than half attend department or grade level meetings on a regular basis, a large majority do attend meetings occasionally. Loertscher (1988) in his taxonomy of the school library media program emphasizes that mere attendance at curriculum meetings is not enough, that library media specialists must contribute meaningfully to planning.

He continues by stressing that the library media specialist should be involved in textbook adoption because this enables the library media specialist to determine how the library media collection can support the philosophy and daily

requirements of the textbook (p. 14). This is also essential to effective collection development and resource-based instruction. Unfortunately, hardly any of the library media specialists in this study participate regularly in evaluation and selection of textbooks. This is a definite shortcoming in the library media specialist's role as an instructional design consultant.

A second area of leadership that Christensen (1991) addresses is the library media specialist's active participation in professional organizations and activities. Christensen, in his profile study, states that "activity in professional organizations was an important part of the library media specialists' lives. They belonged to and actively participated in professional organizations" (p. 250). Again, this study suggests that although most library media specialists belong to professional organizations, active participation is very limited. Only a few give presentations at conferences on a regular basis, or contribute articles to professional publications. This indicates that only a small minority are displaying a highly visible profile and assuming a proactive role in their professional organizations.

Breivik (1987) elaborates even further on this issue by stating that library media specialists must take active roles in professional organizations that are not just focused on libraries. She asserts that library media specialists should present papers at such meetings and write articles for non-library publications (p.46). In essence, it is up to the library media specialists as effective leaders to venture out of the confines of the library world into the whole world of education.

Along these same lines, library media specialists need to extend their services outside the walls of the library media center by participating in outside student activities and a full range of schoolwide activities. More than half of the

library media specialists in this study participate in student activities outside the library media program. This participation includes sponsoring clubs, teams, or competitive-type activities involving students. Several library media specialists stated they were actively involved in promoting competitions such as the Georgia State Media Festival, and literary competitions.

The results of this study tend to indicate that library media specialists in Georgia Schools of Excellence are active supporters of their schools' programs. However, there is a tendency for most library media specialists to perform at a reactionary level rather than at a proactive level, where they work as part of a team in curriculum development.

Certain limitations of this study may have affected the results. First, a significant number of the library media specialists surveyed in this study were not the same persons who managed the library media centers when their schools were named Georgia Schools of Excellence. Forty of the 145 respondents indicated they were not the same library media specialists. Some in fact stated that they were new to the school and therefore felt unqualified to answer some of the questions in the questionnaire (see Appendix A).

Secondly, library media specialists may have differed a great deal in their interpretations of the questionnaire response choices. For instance, one library media specialist's interpretation of "regularly" may have vastly differed from another's. This would have definitely influenced the response totals.

Finally, library media specialists responses to the questions at the end of the questionnaire may have been influenced by previous responses to the close-ended statements. For instance, two close-ended statements referred to utilization and promotion of advanced computer technology such as automation CD-ROM systems, and online searching capabilities. A majority of respondents,

in the open-ended question regarding needed services, described computer technology related services as their number one need.

After reading the literature and analyzing the results of this study on library media programs in Georgia Schools of Excellence, the need for further research on the following topics is recommended:

1. A comparison of the levels of services provided by library media specialists in Georgia Schools of Excellence, with a random sampling of library media specialists who are not in Schools of Excellence.

2. A profile study to identify common characteristics of school library media specialists who are recognized in Georgia as having exemplary library media programs.

3. Compare levels of services provided by different regions of Georgia. For instance, compare library media programs located in a rural area versus ones in a metropolitan area.

Applications

The overall results of this study provide a profile of library media programs that are representative of the highest quality programs in Georgia. If these library media programs are deficient in certain areas of service and leadership performance, then this study should give insight into the general state of library media programs in Georgia. Therefore, the findings in this study are helpful in determining how well library media programs in Georgia are performing, and where they need to expand and improve. The study points out

that especially in the area of curriculum development, library media specialists need to become more involved as instructional consultants. They must expand from traditional roles that emphasize support and serving, to a role that involves leadership. Library media specialists must move beyond the confines of the library media center into the whole educational program.

To reduce these deficiencies, certain needs must be met in order to improve library media programs. Respondents overwhelmingly identified the acquisition of computer technology, namely automated circulation/catalog systems and CD-ROM systems, as their most pressing need. Library media specialists recognize that this is essential to providing students and teachers with increased access to information. It will also relieve library media specialists of "warehousing" tasks so that they can devote more professional time to students and teachers.

The findings also show that many library media specialists feel understaffed and therefore over-burdened with clerical demands. In many cases, library media specialists commented that although their enrollments had increased, their staff size had either remained the same or decreased. Even though these library media programs may meet current state standards for staff size, the findings show that these may be inadequate. Additional needs for increased staff must be addressed, especially in elementary and middle schools where enrollments have swelled to over 1000. Most of these are staffed by only one full-time library media specialist and a clerk. These library media specialists can not depend upon volunteers to help them sustain quality programs.

On a more personal level, individual library media specialists who read this study, should find the information helpful in enabling them to compare the quality of their own library media programs with other programs. Ultimately

this will assist them in developing library media programs that will help their schools attain recognition as Schools of Excellence.

In conclusion the results show that a majority of the library media specialists in Georgia Schools of Excellence perform most qualitative services well. However, in concurrence with previous research, this study indicates that a quality library media program must focus upon all qualitative services on a routine basis. This is necessary in maintaining a library media program that is totally integrated with the goals of the instructional program.

In their role as leaders in education, most library media specialists currently strive to maintain contact with faculty, and keep up-to-date with their professions. However, library media specialists must extend their leadership roles to include frequent interaction with faculty and administrators, active participation in professional organizations, and continual involvement with curriculum development.

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Appendix A:

Questionnaire

Survey Instrument

Part I.
Please circle the most appropriate letter.

A = Regularly B = Occasionally C = Rarely D = Never E = Not Applicable

1.	I/ we provide library media center orientation for new faculty members.	A B C D E
2.	I/ we assist teachers in developing instructional units that will incorporate the use of library media resources and/or services.	A B C D E
3.	I/we asist teachers in evaluating the success of instructional units that have incorporated the use of library media resources and/or services.	A B C D E
4.	I/we attend department or grade level meetings to discuss instructional needs.	A B C D E
5.	I/we locate resources for teachers and students through interlibrary loan (public libraries, district media center, academic libraries, other school media centers)	A B C D E
6.	I/we provide in-service for teachers in the evaluation, selection, or use of media and equipment.	A B C D E
7.	I/we provide students with instruction in the design and production of non-print media.	A B C D E
8.	I/we help students and/or teachers find and use relevant community resources.	A B C D E
9.	I/we promote the research process by providing assistance in information skills such as keyword searching, defining and narrowing down topics, notetaking, and preparing bibliographies.	A B C D E
10.	I/we initiate contact with faculty to increase their awareness of various library media services.	A B C D E
11.	I/we serve on curriculum development committees at the building and/or district level.	A B C D E
12.	I/we participate in the evaluation and selection of textbooks.	A B C D E
13.	I/we attend various activities of professional organizations.	A B C D E

PLEASE TURN PAGE

Please circle the most appropriate letter.

A = Regularly B = Occasionally C = Rarely D = Never E = Not Applicable

14.	I/we share my/our knowledge and expertise outside the school through presentations at workshops and conferences.	A B C D E
15.	I/we enroll in continuing education classes (staff development, college courses) in order to remain up-to-date with my/our profession.	A B C D E
16.	I/we provide teachers with information about new educational and media developments.	A B C D E
17.	I/we help facilitate new programs, such as Whole Language, Interdisciplinary Instruction, Cooperative Planning, etc.	A B C D E
18.	I/we provide technical assistance to faculty in the production of materials.	A B C D E
19.	I/we coordinate video production activities in school.	A B C D E
20.	I/we coordinate utilization of instructional television in school.	A B C D E
21.	I/we assist students and teachers in using the personal computer for applications such as tutorial instruction, word processing, and graphics.	A B C D E
22.	I/we use various public relations strategies (newsletters, displays, audiovisual presentations, special events, author visits, etc.) to promote the library media program.	A B C D E
23.	I/we increase access to information by utilizing computer technology such as online database searching, CD-ROM systems, and an online catalog.	A B C D E
24.	I/we promote use of computer technology by instructing students and teachers in the use of online database searching, CD-ROM systems, or an online catalog.	A B C D E
25.	I/we elicit input from students and faculty in order to maintain a collection that is relevant to the curriculum.	A B C D E
26.	I/we participate in student activities outside of the library media program (eg. sponsoring clubs or teams)	A B C D E

Part II

Please briefly answer the following questions. Should you need to elaborate, please turn the page over to continue.

1. What services have been implemented by the library media program that brought public recognition to itself and /or the school? (eg. awards, inclusion in publications, pilot programs, conference presentations, etc.)

_____
_____
_____
_____
_____
_____

2. What services would you most like to add or improve? What do you need in order to make this happen?

_____
_____
_____
_____
_____
_____

Part III

Please circle the letter which best describes your working environment.

1. The school level that the library media center serves is:

A. Elementary B. Middle/Junior High C. High

2. Approximately how many students are enrolled at your school?

A. Under 500
B. 501 - 1000
C. 1001 - 1500
D. over 1500

3. The library media center is staffed by:

A. Two full-time professionals and a full-time clerk/paraprofessional.
B. One full-time professional and a full-time clerk/paraprofessional.
C. One full-time professional and a part-time clerk/paraprofessional.
D. Other (please describe)_____

4. Were you the media specialist in your school the year(s) it was selected as a Georgia School of Excellence?

A. Yes B. No

Appendix B:

Cover Letter to Pre-test Group.

November 14, 1991

Dear Media Specialist:

I am interested in your opinion, comments and suggestions regarding the enclosed questionnaire. This questionnaire is being developed as part of a research study comparing Library Media Programs in Georgia Schools of Excellence, in partial fulfillment of requirements for the Degree of Specialist in Education (the 6th Year Certificate) at Georgia State. As part of my research study, I am developing a questionnaire that will be sent to school library media specialists who currently work in these schools. However prior to distributing this questionnaire, a field-test to determine degree of clarity, detail, etc. for each question asked is essential.

I would appreciate YOUR comments and suggestions regarding this questionnaire. Feedback from various media specialists within Gwinnett County will be used in determining necessary revisions. Therefore, PLEASE complete the questionnaire and write comments next to those questions that are unclear to you. Also, **please indicate the approximate length of time it took you to complete the questionnaire.**

The completed questionnaire needs to be returned to me, **by courier**, no later than Wednesday, November 20th. I realize this is an expedited request but be assured your assistance is greatly appreciated. Thanking you in advance for your help.

Debbie Hysong
Media Specialist
South Gwinnett High School
2288 East Main Street
Snellville, Georgia 30278

Enclosure

GWINNETT COUNTY PUBLIC SCHOOLS

P.O. BOX 343, LAWRENCEVILLE, GEORGIA 30246-0343
PHONE: 404-963-8651

GEORGE G. THOMPSON
SUPERINTENDENT

BOARD OF EDUCATION

THOMAS L. HARRIS, Chm.
LOUISE RADLOFF, V. Chm.
JULIE DUKE
JIM FISHER
PAT MITCHELL

Appendix C

Approval Letter to Distribute Survey

December 19, 1991

Ms. Deborah L. Hysong
1127 Saybrook Circle
Lilburn, GA 30247

Dear Ms. Hysong:

This letter is to advise you that your research proposal was approved by the Gwinnett County Public Schools Research Committee.

Thank you for your interest in the Gwinnett County School System. If I can be of further service to you, please don't hesitate to give me a call at 822-6525.

Sincerely,

R. David McCleskey

R. David McCleskey
Coordinator of Research/
Legislative Liaison

RDMc/lpt

Appendix D:

Cover Letter to Media Specialists

Dear Media Specialist:

I am conducting a study of library media centers in Georgia Schools of Excellence, as part of my six-year program at Georgia State University. To complete this study, I am asking library media specialists in these schools to respond to the enclosed questionnaire. The questionnaire should take approximately ten minutes to complete.

Although you may not be the same library media specialist who managed the library media program the year(s) you school was selected as a Georgia School of Excellence, your input is still pertinent to this study. It is assumed that you are continuing the same quality program as your predecessor. Also, if you are in a library media center that is staffed by more than one professional media specialist, please answer the questionnaire jointly.

Knowledge gained from this study should be of interest to library media specialists wishing to evaluate and compare their services with library media programs that have contributed to their schools' excellence in education. If you desire to see the results of this study, a copy of it will be housed in the Instructional Resource Center at Georgia State University.

I would appreciate your completing the questionnaire and returning it by Friday, January 10th. A self-addressed, stamped envelope is provided. The questionnaire has been coded for tabulation reasons only. Confidentiality is guaranteed.

Thank you for participating in the study.

Sincerely,

Debbie Hysong, Media Specialist

Enclosure